

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, researcher used descriptive qualitative research to research. Qualitative data are a source of well grounded, rich descriptions and explanations of processes in identifiable local contexts. The goal of qualitative description is to produce a straightforward description of participants' experiences in words as similar to what the participants said as possible. So in this study the researcher provide an overview and summary of what The Application Of Inquiry Based Learning (IBL) Strategy In Teaching English At Islamic Junior High School.

(Miles & Huberman, 1994)

B. Research Setting

The research conducted at the Banjar Selatan MTSN 4 Banjarmasin, Jl. Laksana Intan Jl. October 9 No.21, RT.12, Kelayan Sel, Banjarmasin Sel, Banjarmasin City, South Kalimantan 70231. This school is chosen as a place of research because this school uses IBL. MTSN 4 Banjarmasin have 12 classes. Researcher choosen eighth grade class A and class C to conduct the data because this class used IBL.

C. Participants / Subject

The participants or subjects in this research are eighth grade class A and class C students at MTSN 4 Banjarmasin and English teachers who learn to teach using IBL. The students of eighth grade class A are 3 students and class C are 2. All of the students in eighth grade class A and class C the participants or subject in this research. In addition, there are also two teachers who the participants or subjects in this study, an English teacher who used IBL.

D. Data

1. Data

In this research, researcher need all of data about the teacher of using IBL in teaching and learning English. Besides that, researcher also need all of data about student's perceptions and students' Outcome using IBL in learning English. All data taken by the researcher through some kind of instrument, there are Interview and Documentation

2. Source of Data

The data above collected though some sources as follow:

- a. Two teacher, who used IBL in their class for teaching and learning English
- b. All of students eighth grade class A and class C in MTSN 4 Banjarmasin

E. Technique of Data Collection

In collecting data, Researcher used 2 data collection instruments, namely:

1. Interview

The researcher conducted an interview with the teachers to find out more about how to use IBL in MTSN 4 Banjarmasin. The researcher interview two of English teacher in MTSN 4 Banjarmasin that used IBL. The researcher asked several questions about how they used the Inquiry Based learning in their class when learning took place. Besides interview the English teacher, researcher also conducted interviews with 3 student's from class A and 2 student's from class C. As for the data collection techniques through interviews, researcher used a semistructure interview. Semistructured interview is a type of interview in the in-dept interview category. Where in its applying more free when compared to structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited are asked for their opinions, and ideas. In conducting interviews, researchers need to listen carefully and record what the informants put forward (Sugiyono, 2012)

2. Documentation

Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research. Documentation is used to collect data and then it is reviewed. The

documentation used in this reserach includes the syllabus, lesson plans, student grades, school profiles and images. (Sugiyono, 2016)

F. Data Analysis

Analysis as consisting of three concurrent flows of activity: data reduction, data display and conclusion drawing/verification.

a. Data Reduction

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified.

The researcher divided the data based on each need. Suppose which data used to answer how IBL used, data used to answer students perception and data to find out student learning outcome about using IBL. The data obtained by the researcher be in the form of raw data so the researcher separate the data first based on their needs.

b. Data Display

The second major flow of analysis activity will be data display. Generically, a display will be an organize, compress assembly of information that permits conclusion drawing and action.

At this stage the researcher presented the data that already exists. The researcher presented data interviews and data documentation, into narrative form so that easy understand.

c. Conclusion Drawing/Verification

The third stream of analysis activity will be conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is nothing regularities, patterns, explanations.

At this stage the researcher drew conclusions from the data obtained so that the data can answer the research questions above. (Miles & Huberman, 1994)

In this research the researcher collected data by interview and documentation. To find out how to use IBL in English classes, researcher collected data through interview such as How often do use Inquiry Based Learning Strategies in Teaching English?. Then to find out how students perception in learning English with IBL strategy researcher collected data through interview and asked several question such as how do you feel when learning English for the first time until now? Like/dislike why? . Through this interview, the researcher knows how English teachers used IBL and how students feel when learning with the IBL strategy. To find out what does students learning outcome about using IBL researcher collected data by interview and documentation and asked several question for teacher's such as how do you evaluate after using Inquiry Based Learning Strategies? And asked several question for student's such as is easy to learn english with inquiry based learning strategies? Why? is difficult to learn english with inquiry based learning strategies? Why?.

After the interview the next step is to make a transcript of the interview then the researcher analyzes the data that has been collected. The analysis consists of three concurrent streams of activity: data reduction, data presentation, and conclusion / verification. Next the researcher divided the data based on each need. The data obtained by researchers is in the form of raw data so that researchers separate the data first based on their needs. Then the researcher presented interview data and documentation data, in a narrative form so that it was easy to understand. The final researcher draws conclusions from the data obtained so that the data can answer the research questions above.